

Unit Planning Guide: Grade 1 Unit 1 of

Unit Title: Communication	Pacing (Duration of Unit): <u>5</u> weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

- RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds(phonemes).
- **W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**
- SL.1.1a Follow agreed-upon rules for discussions.
- **SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
- L.1.1a Print all upper and lowercase letters
- L.1.5a Sort words into categories to gain a sense of the concept the categories represent (with support and guidance).
- RL.1.1 Ask and answer questions about key details in a text.
- **RL.1.3 Describe characters, setting and major events in a story using key details.**
- RL.1.7 Use illustrations and details in a story to describe its characters, setting or events.
- RI.1 Ask and answer questions about key details in a text.
- RI.1.7 Use the il/lustrations and details in a text to describe its key ideas.

***Continue to teach grade level phonemic awareness and phonics as necessary**

WIDA Standards (ELL)

WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Answering questions in writing is one way to communicate our ideas.
- Engagement in meaningful discourse helps us to create meaning for ourselves and others.
- Identification and use of story elements is key to gaining meaning from text.
- Key details support main ideas and can be found in text and illustrations.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can we communicate so that we can be understood?
- How do the parts of a story help us to understand what we read?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know that...

- key details support main ideas
- story elements include
 - characters
 - setting
 - events
- discussion has rules such as:
 - respect
 - turn-taking
 - listening
 - response

Key Academic Vocabulary

Details	Discussion
story elements	Respect
characters	Turn taking
setting	Listening/Responding
events (problem, solution)	

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- **identifying** story elements including character, setting, and events.(knowledge, comprehension)
- **using** key details to support the main idea or retelling.(comprehension)
- **using** agreed upon discussion rules including turn and talking and listening.(application)
- **responding** respectfully during classroom discussion.(application)
- **responding** in writing to answer questions, with guidance and support (application, synthesis)
- **writing** all upper and lower case letters (knowledge)
- **segmenting** single syllable words (application, analysis)
- **sorting** words into categories (comprehension, application)
- **asking** and **answering** questions about a text (knowledge, comprehension, application)

